

Linwood School

Belong. Believe. Achieve.

Alma Curriculum Handbook



A curriculum to meet the diverse learning needs of our students and ensure that each individual has access to a relevant and meaningful curriculum pathway that effectively prepares them for a fulfilling and purposeful life.

“Our vision is to create a community where everyone achieves and thrives so that all our students succeed through their education years and beyond. Everyone is valued within a safe and nurturing environment. All our students have full and equal access to an ambitious curriculum, rich learning experiences and high-quality personalised support. ”

This handbook shows how the Alma pathway aligns with the Linwood School Vision.

Our Curriculum Vision

We take into consideration the diverse learning needs of our students. From their earliest days with us, we work collaboratively to uphold high aspirations and ensure that each individual has access to a relevant and meaningful curriculum pathway that effectively prepares them for a fulfilling and purposeful adult life.

We strive to ensure that the input to each student's learning is the very best it can be so that the progress made, whatever that is, is the very best that the child or young person could have made.

We aspire to meet the continually evolving challenges in education, ensuring that our practice is based on current developments in research and sound pedagogy.

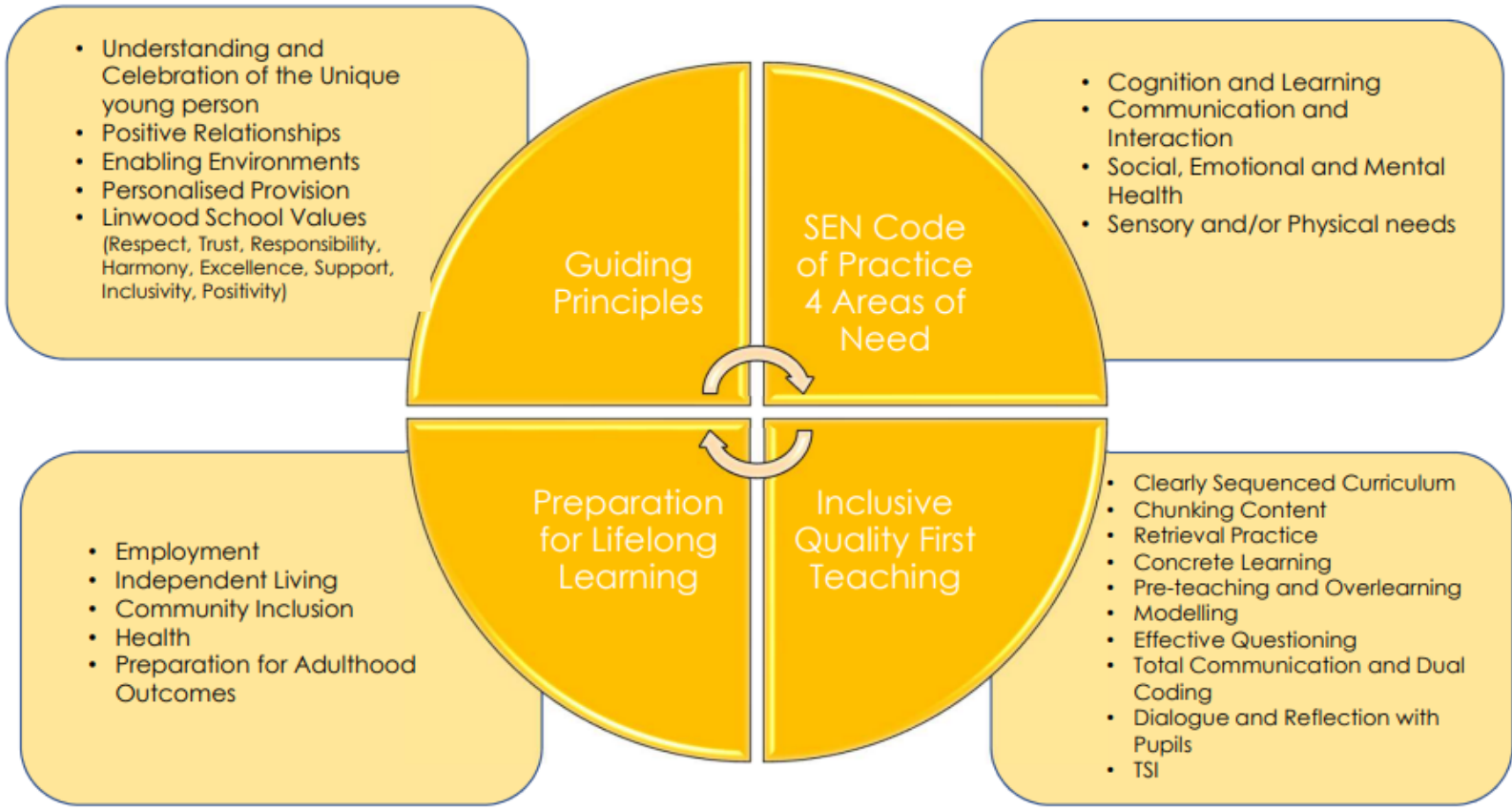
In order to meet our vision we:

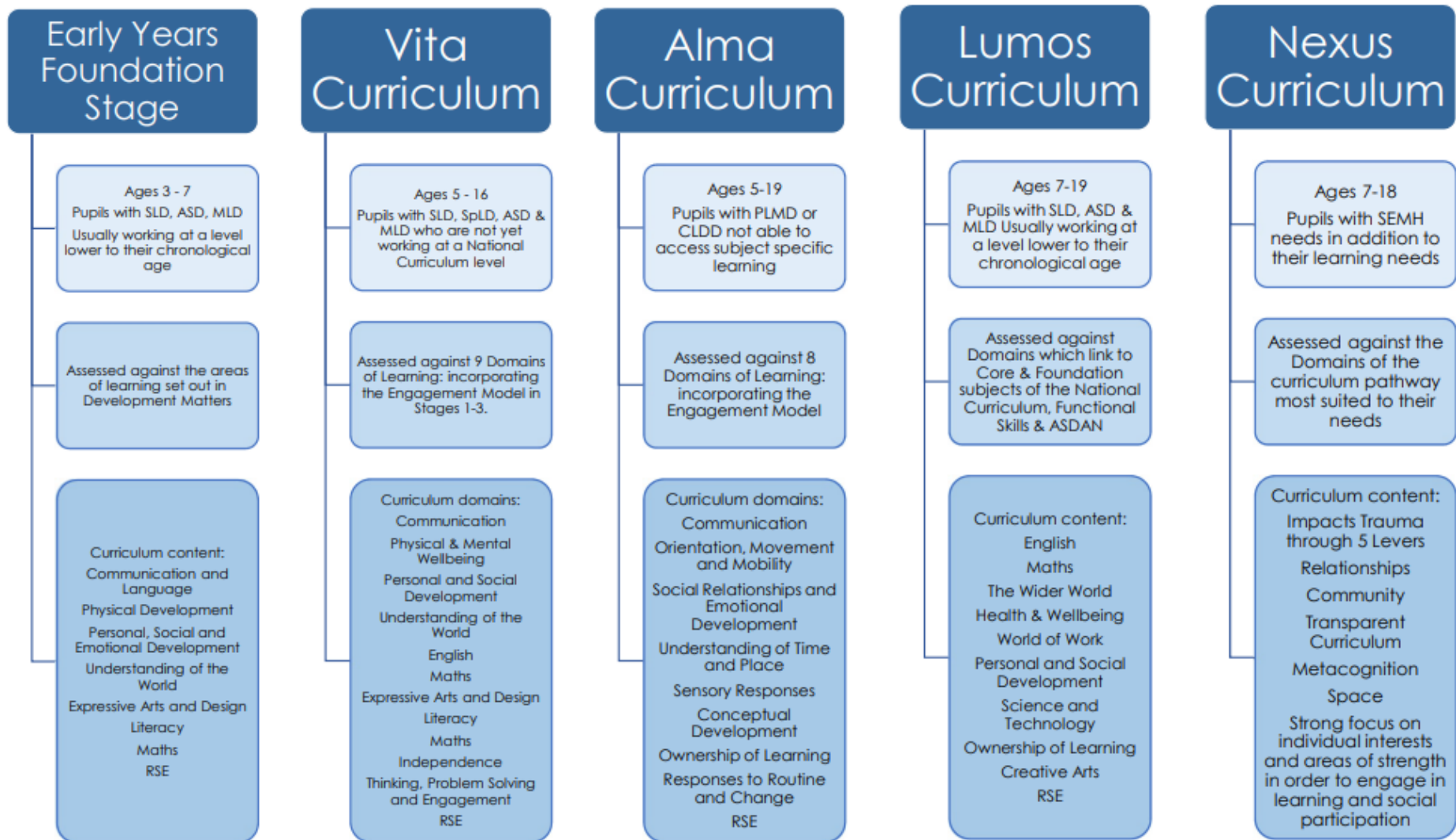
- Promote a happy, caring, respectful community in which all students feel valued and successes are celebrated.
- Aim for all learning opportunities to be motivating, engaging and inclusive.
- Facilitate dynamic, challenging and personalised learning pathways that build on prior learning and prepare students for their lifelong learning journey.
- Build the attributes of effective learners and emphasise the importance of developing metacognition to equip our students with the skills they need to be life-long learners.
- Provide an environment and resources that encourage curiosity and responsiveness, and opportunities for active learning through investigation and exploration.
- Equip our students to be independent, responsible, respectful, active citizens who have a place in their community.
- Collaborate with education, health, social care and the voluntary sector to work within a culture of high expectations and a proactive drive to narrow the gaps in outcomes, attainment and progress.
- Promote values of inclusive education by ensuring that all learners have access to appropriate curriculum pathways to learning (Alma, Early Years, Semi Formal, Formal, P16).
- Embrace equality of opportunity and promote positive attitudes towards sexual, cultural, ethnic, religious and social diversity.
- Provide relevant, meaningful and purposeful learning opportunities, including through regular access to the local community.
- Deliver a strong commitment to developing skills of Literacy, Language, Number and ICT within a consistent Total Communication environment.
- Explore young people's ambitions, aspirations and goals with them, their families and carers; set young people on a learning pathway toward achieving their goals; and review their goals with them.
- Promote aspiration by setting ambitious, challenging and achievable targets and learning objectives that enable learners to make progress.
- Promote strong links with learners' families and carers, communicating them regularly about our curriculum and their child's learning.
- Refer to national models of expectation and progression, ensuring we deliver a broad and balanced curriculum.
- Keep abreast of new research, understanding and developments in educational practice and keep our practice under review.

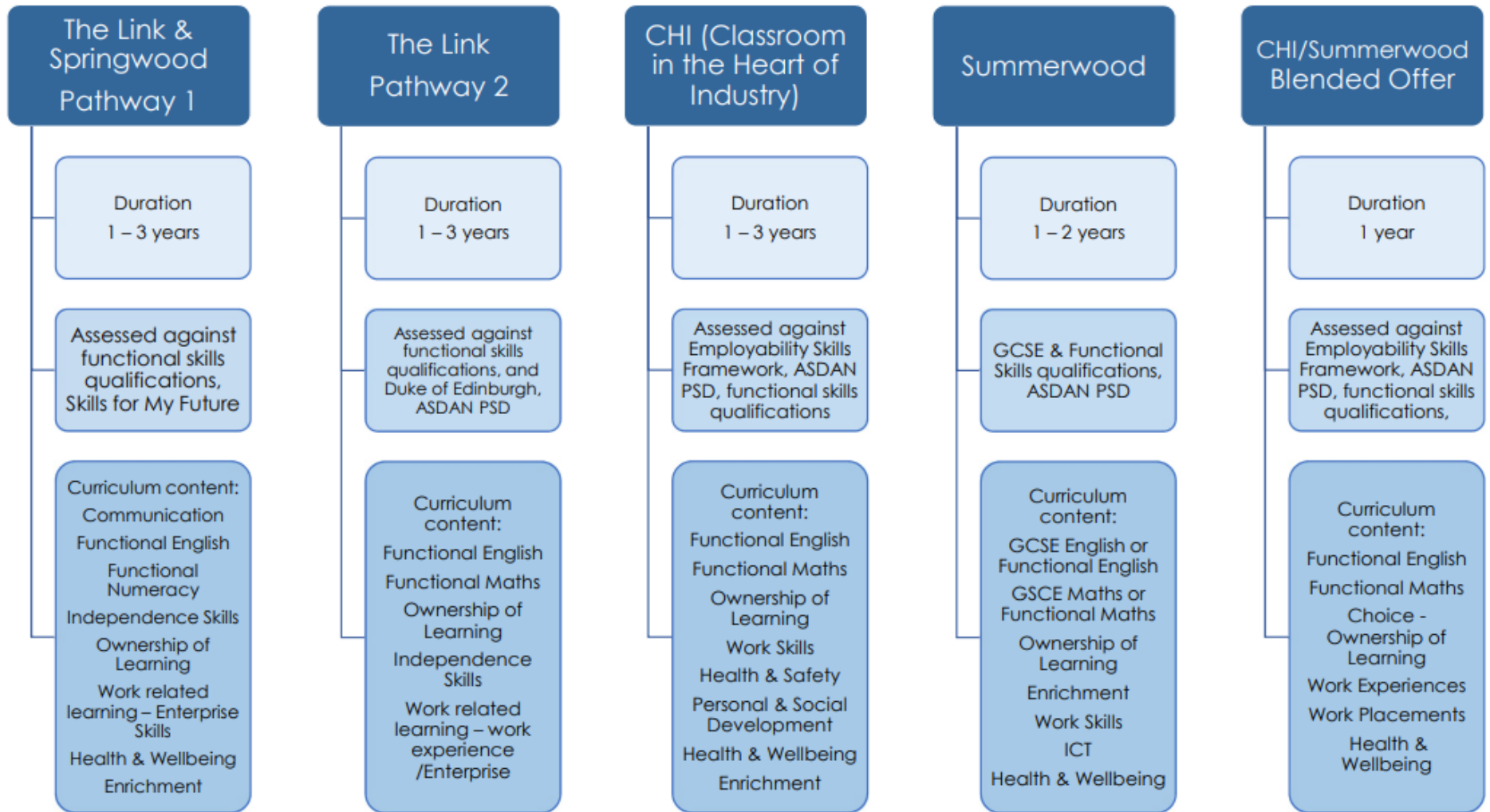
Central to every curriculum pathway are the Golden Threads. They are fundamental to our practice across the school, in every campus, in every classroom and in every learning opportunity.



GOLDEN THREADS









LINWOOD
TRAINING, SUPPORT & ADVICE

Executive Headteacher: Gemma Talbot

Rationale

Our mission:

To provide a curriculum to meet the diverse learning needs of our students and ensure that each individual has access to a relevant and meaningful curriculum pathway that effectively prepares them for a fulfilling and purposeful adult life.

The Alma Curriculum

The Alma curriculum is best described as a curriculum for students who are "not ready for subject-specific learning, but who benefit from a curriculum which encourages them to learn new concepts and skills and to establish these in a range of different contexts". It is rooted in a transactional model of development, emphasising interaction between the individual and the environment.

The Alma curriculum is based on the "Curriculum for Multi-Sensory-Impaired children" developed by the MSI Unit at Victoria School Birmingham and published by SENSE. The Alma curriculum is designed for students who show patterns of development very unlike those of typically developing children. The interests and preferences of these students are also likely to differ from those of their typically developing peers.

The Alma curriculum's underpinning principles are; starting from where the students already are in their learning, working within their zones of proximal development and enabling students to lead the learning process wherever possible. The combination of these principles enables our students to learn the skills and concepts that they need and simultaneously learn how to acquire, link and take ownership of new skills and concepts in the future.

This allows progress to be tracked using a developmental perspective through 8 domains that address specific aspects of learning and link closely to the four areas of need in the SEND Code of Practice, as opposed to discrete National Curriculum subjects. Equal value is given to all 8 domains, and students have the opportunity to show progress across the whole school day, not just during taught sessions.

Four Phases:

The curriculum progresses across four phases. The early phases of the curriculum support the gradual development of awareness, interest and competence in interactions. The later phases are increasingly differentiated as students become more able to recognise and deal with a range of people, activities and contexts.

Most students will be working wholly within a particular phase, although some (those nearing the end of a phase or with 'islands' of higher ability) may be working across two phases.

Who:

The Alma curriculum is designed for learners with profound and multiple learning needs, as well as those with severe and complex learning needs. They are working well below Key Stage 1 expectations for the majority, if not all, of their learning. It is designed to meet the diverse needs of the student cohort and feeds into the Vita Curriculum so that the most able learners within the phase can access some of their learning through inclusion opportunities with Vita classes.

The four levels of mastery reflect progress as students move from showing signs of being ready to engage and learn a skill, to consistently using the skill in some but not all situations, to using the skill in all familiar situations, and then to being able to adapt and apply the skill in all contexts.

Curriculum Delivery

The Alma Curriculum is less prescriptive than many models, and does not include specific schemes of work. Instead it describes how a student's learning will be structured and managed, by means including:

- Staff behaviour and expectations;
- Teaching environments;
- Teaching objectives and strategies;
- Timetabling;
- The complexity of information provided to students;
- The balance of group and individual work;
- Consistent routines;
- Building secure relationships;
- Pace of interactions;
- Frequent repetition of information;
- A high staff/student ratio (particularly in phase 1);
- Practical and relevant activities.

This approach allows for considerable flexibility in curriculum delivery and ensures that we can work with our students in the learning style that best suits them.

Each student's day, even within the same class, will be slightly different as activities are chosen to meet specific learning needs. Students' sensory needs, their ages, strengths and preferences, preferred learning styles and physical needs are considered when selecting activities. All learning activities are cross-curricular, to assist students to generalise and transfer concepts and skills. Activities take place on a 1:1 level, in small groups and as a whole class.

We work closely with parents to ensure that we are engaging with students' most current interests and changing learning needs, providing targeted interventions to support learning inside and outside of school.

Each student's day is individually planned to ensure an appropriate balance of learning activities. EHCP long term outcomes and PLP targets towards these outcomes address a range of areas. Session planning is cross-curricular, to promote the development of

generalisation and to reduce prompt dependency and context-dependency which limit the learning of many students.

Evidence captured on Evidence for Learning is tagged to specify the range of curricular areas addressed, so that the overall balance for individuals can be evaluated regularly.

Our students typically have difficulty accessing experiences which are beyond the immediate, present and familiar. The Alma curriculum emphasises learning rooted in students' own direct experiences, thus ensuring relevance. The transfer and generalisation of skills are specifically taught through hands on 'real life' experiences.

Cross-class timetabling allows students from different class bases to be included with a range of peers and enables them to work with a range of skilled adults.

Alma Curriculum Overview



Social Relationships and Emotional Development

In the early phases of the curriculum, students are supported to build trusting relations with key staff and to develop their awareness of others. As this domain progresses through the phases the focus is on deepening relationships with staff and peers through to functioning as part of a group. Recognising moods and emotions is an important element of this domain from staff recognising and attaching meaning to the students'

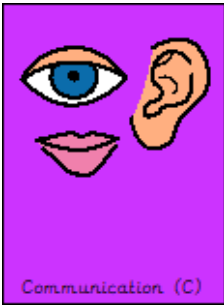
communicative behaviour through to a deeper understanding of their own emotions and the emotions of others.

Provision and interventions that contribute to the coverage of the domain

- Intensive Interaction
- Familiar daily routines
- Play and leisure
- Circle times
- Snack and lunch times
- Social skills groups
- Role Play
- Relationships and Sex Education scheme (discrete teaching where possible)
- E-Safety (discrete teaching where possible)
- Anti- bullying, keeping safe, Prevent strategy (discrete teaching possible)
- Zones of Regulation

National Curriculum Links

- English
 - PSHE
 - RE
 - British Values
 - Relationships and Sex Education
 - Citizenship
 - ICT (e-Safety)
-



Communication

In the early phases of the curriculum students are supported to develop early expressive and receptive skills through consistent methods of communication. As this domain progresses through the phases the focus is on extending communication, developing vocabulary and the use of different communicative functions through to interacting with a range of different people.

A Total Communication approach is adopted and all alternative forms of communication

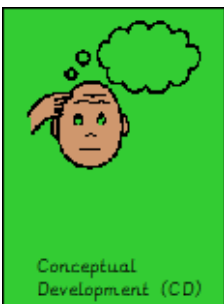
explored and used e.g. eye-gaze, PECS, Intensive Interaction, TaSSeLS, Signing.

Provision and interventions that contribute to the coverage of the domain

- Speech and Language plans
- Communication groups
- Play and leisure
- Circle times
- Total Communication approach
- Daily routines
- Sensory stories
- Topic based stories
- Phonics activities
- Mark making
- Recording on paper/or using ICT
- Community visits

National Curriculum Links

- English
- Drama
- PSHE
- MFL



Conceptual Development

In the early phases of the curriculum students are supported to explore their immediate environment as well as objects presented to them. They are given frequent opportunities to experience cause and effect.

As this domain progresses through the phases the focus is on recognising functions of familiar items, combining objects and engaging with different materials and processes. In the later phases, students participate in early academic work related to reading and writing.

Provision and interventions that contribute to the coverage of the domain

- Sensory play
- Switch work
- Sharing books
- Retelling stories
- Decoding text
- Recording and sharing accounts of their own experiences.
- Phonics

National Curriculum Links

- ICT
 - DT
 - Science
 - Maths
 - English
-



Sensory Responses

In the early phases of the curriculum students are supported to respond to different stimuli, and their responses recorded in order to identify their sensory preferences. Shifting attention between an adult and an object is introduced as an activity in its own right.

As this domain progresses through the phases the focus is on extending the range of stimuli and recognising these out of context as well as developing joint attention.

In the later phases students are encouraged to identify the strategies which best meet their individual sensory needs and to identify and interpret naturally-occurring contextual cues.

Provision and interventions that contribute to the coverage of the domain

- Sensory Play
- Sensory Environments
- Sensory Art
- Dance
- Music

National Curriculum Links

- Art and Design
 - DT
 - Music
 - PE
-



Understanding of Time and Place

In the early phases of the curriculum students are supported to respond to immediate sensations. Their understanding is very much of the here and now and they begin to anticipate steps within very familiar daily routines. As the domain progresses students begin to move beyond the here and now in their understanding of the world and they are able to understand references to places, activities and people not immediately present. They begin to anticipate and review activities using a daily timetable.

In the later phases students are able to refer to past and future events. They can discuss events that happen at home as well as school and are able to review a week's main activities using a calendar.

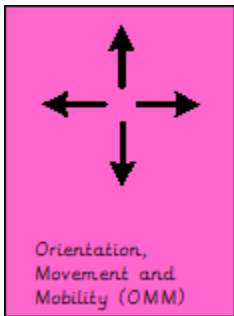
Provision and interventions that contribute to the coverage of the domain

- Sensory Play
- Music
- Sensory stories
- Daily timetables

- Trips out
- Sessions in different parts of school
- Home learning
- Home school diaries
- Topic

National Curriculum Links

- History
 - Geography
-



Orientation, Movement and Mobility

In the early phases of the curriculum students are supported to develop an awareness of different parts of their bodies in highly reactive environments. As this domain progresses students are able to explore their classroom environment supported by staff members. Students have movement sessions incorporated into their day as and when needed (physio, PE etc.) and these provide students with confidence and skill in moving and interacting with the physical world.

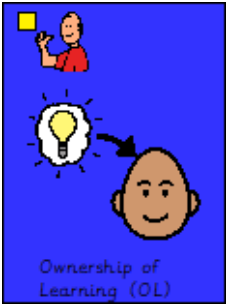
In the later phases students are confident at exploring new environments within the school and on trips out, with decreasing adult support.

Provision and interventions that contribute to the coverage of the domain

- Dance
- Swimming
- Horse Riding
- Yoga
- Sensory Circuits
- PE
- Play times
- Physiotherapy
- Visits off-site

National Curriculum Links

- Geography
 - PE
-



Ownership of Learning

In the early phases of the curriculum students are supported to realise that their actions have an effect on the environment, students are given frequent opportunities to experience cause and effect.

As this domain progresses staff and students work cooperatively on familiar activities and many activities involve an aspect of turn taking. Students also begin to differentiate between the activities they can complete independently and those that they require help with.

In the later phases, students complete familiar activities independently and indicate when help is needed. They work in partnership with adults and are able to take the lead.

Students in year 9 and above have regular meetings with the school's Independent Advice and Guidance (IAG) team to discuss future pathways beyond school. For most Alma students this process is significantly advocated by families and class staff that know the students well. For many students it is more appropriate for them to access real life experiences in the community (that includes links to health, leisure, future provisions), rather than 'work experience'.

Provision and interventions that contribute to the coverage of the domain

- Daily Routines
- Sensory Room
- Sensory input
- Child initiated time
- Skills for My Future

National Curriculum Links

- ICT
 - PSHE
-



Responses to Routines and Change

In the early phases of the curriculum students experience consistent daily routines with clear cues at the beginning and end of activities to allow them to begin to recognise routines.

As the domain progresses, students are able to tolerate small changes and they are regularly introduced to new objects and experiences.

In the later phases, students are able to work with a range of adults and they adapt to changes in routines, provided they are given clear explanations. Students are able to transfer familiar skills to new situations and opportunities to generalise learning are emphasised.

Provision and interventions that contribute to the coverage of the domain

- Outings
- Timetables

- Visitors to school
- Sessions with students from Vita/other Alma classes

National Curriculum Links

- Maths
- Science
- Music

Post 16 Avenues Curriculum -IN DEVELOPMENT

The September after a student reaches 16, they enter our Post 16 provision. Students assessed predominantly on phases 1 and 2 of the Alma curriculum will move onto the Post 16 Avenues curriculum (unless preference is made for external provision).

Students assessed predominantly on phase 3 of the Alma curriculum will be considered for both Post 16 Avenues and The Link (and external provisions). They will access the curriculum pathway, class and classroom most appropriate for them. This will be decided on an individual basis.

The Post 16 Avenues curriculum is a curriculum which has been reviewed to focus specifically on functional skills and preparation for next steps beyond school.

Students' PLPs will be informed by a multi-disciplinary team and parents. Targets that focus on preparation for life beyond school will be agreed. These targets will reflect the Long-Term Outcomes from the EHCP and will incorporate opportunities for students to access experiences and activities that would help to bridge the gap between school and life in the wider community.

Rationale

During key stage 1- 4 the focus for students on the Alma curriculum has been to develop skills in the school setting. During this time the staff teams supporting these students with profound and complex needs, come to learn how best to advocate for them. Staff are able to understand their gestures, expressions and unique communication in order to meet their needs and respond to their preferences. Successful transition for these students into their life beyond school will be to ensure a very thorough and rigorous handover of this knowledge to their next setting.

The emphasis for these students during their key stage 5 (Post 16) provision should be to extend the skills, confidence and engagement they have established in the school setting, into the wider community. Therefore, curriculum at Post 16 shifts from developing or maintaining a wider range of skills in the school setting to consolidating focus skills in real life settings. The curriculum areas are grouped to reflect these aims and are in line with the Skills for My Future framework.

*Another area for development is to consider how the Gatsby Benchmarks are meaningfully embedded for students following the Alma curriculum. **The section "Lifelong learning in Alma" is in development** and will be added to this handbook in due course.*

Overview of Intent, Implementation and Impact in Alma

Intent

- Curriculum vision and aims
- SEN code of practice
- Areas of Need as outlined in EHCPs
- Rich curriculum offer
- Effective Learning Attributes
- Preparation for Adulthood

Implementation

- Aspects of Engagement
- 8 Domains and 4 levels of Mastery
- **Components:**
 - **Planned lessons:** a range of approaches, teaching styles, differentiation, personalisation
 - **Learning beyond the classroom:** accessing the community, generalising learning in real life contexts
 - **Child-initiated learning opportunities:** play and meaningful leisure opportunities
 - **Therapies:** Speech and Language therapy, Occupational Therapy, Physio, care plans
 - **Total communication:** Signalong, PECS, intensive interaction, Peic-D, TaSSeLs, Attention Autism, AAC (e.g. iPads and Eye Gaze)
 - **Personalised learning:** EHCPs, PLPs, Progress and Achievement Books
 - **Positive approaches to behaviour:** Behaviour Guidelines, Sensory Profiles and Diets, Positive Handling approach, anti-bullying policy
 - **Enabling environments:** fostering independence, invitation to engage, reflects classroom practice, sensory circuits
 - **Structures and routines:** Opportunities for SMSC (Social, moral, spiritual, cultural), TEACCH approaches
 - **Work related learning:** Enterprise, life skills teaching, experiencing work environments in the local community.

Measuring Impact

- **Basket approach to Assessment:** Assessment profiles (attainment and progress), EHCP outcomes, Evidence for Learning, The Engagement Model, Regulation and Engagement records, SaLT reviews, Attendance, physio programmes, sensory profiles, evaluations of interventions e.g Fun with Foods
- **Learning and Achievement reviews** (dialogue between class teams and phase leaders)
- **Student outcomes and future pathways**
- **Engagement with parents, professionals and other stakeholders**
- **Wellbeing**
- **Data analysis used to identify learners' achievements and inform next steps. Identifies areas for support/ development**
- **Peer to peer mentoring and moderation internally and externally.**

Evidencing Learning: a “basket approach” to assessment

Ongoing assessment is an important part of the Alma curriculum. It is imperative that we closely monitor the progress that each student is making so that we can offer early intervention and adapt teaching to meet their individual needs. Assessment of progress and attainment is an evidence-based process that considers many factors, rather than just analysing academic outcomes. It is important that we know whether learners are making or exceeding expected progress, and this is measured on a personalised scale. In order to know what “expected progress” should look like for each of our students, we consider their learning profile and the phase of the curriculum they are working within. Each student's learning profile is discussed and agreed by a group of professionals who know them well, so that expectations for progress are realistic and aspirational.

Alma assessment consists of progress statements which indicate that the student has mastered the skills, concepts and global understanding associated with each phase. The assessment statements are linked to the Alma curriculum, and are not generic developmental measures.

The assessment statements for each phase are categorised in the same domains as the curriculum.

Abilities/ skills may be demonstrated in any way appropriate to the student's abilities, age and teaching programme. For example ‘communicate their needs’ may be through signing, PECs, eye gaze or whatever other means of communication the student uses.

The assessment maps are designed to:

- record student progress over time, both in terms of new abilities and in the generalisation of current learning. Because the emphasis of the curriculum is on learning how to learn, many achievements describe aspects of this process (for example, processing and responding to sensory information) rather than subject-related knowledge.
- help staff reflect on student global development – for example, identifying ‘islands’ of strength or areas where a student may require more intensive work over the next few months.
- Inform planning learning opportunities that are specifically relevant to an individual student and reflective of learning outcomes within the individual's EHC Plan, alongside other targets e.g. related to their Speech and Language Management plan, Physio Plan.

Levels of Mastery

We assess our students' learning in each of the 8 domains of the Alma curriculum, using four levels of mastery. Each of the four levels has equal weighting when analysed to monitor progress. This enables our students to make progress by demonstrating their skills in a wider range of contexts, embedding these and developing deeper understanding and ownership of their learning. Our students benefit from opportunities for overlearning and rehearsing their skills; moving from an awareness to working with scaffolded support, towards greater independence and mastery of skills. Progress is measured as a percentage achieved within each domain as well as an average percentage across the Phase.

The 4 Levels of Mastery

Aware (A)	The learner shows signs of being ready to learn this ability – for example, s/he is attentive although not yet active: s/he has relevant pre-knowledge: s/he has fleetingly used the ability on occasions.
Achieved in Specific Contexts (S)	The learner consistently uses this ability in some but not all of the situations in which it could be used.
Generalised (G)	The learner consistently uses this ability in all appropriate situations, although s/he may need prompting in unfamiliar settings or activities.
Application and Adaptation (AA)	The learner consistently uses this ability in all appropriate situations and activities, even those which are new/unfamiliar.

Each Level of Mastery is further divided into 3 sections (i,ii,iii) This allows us to measure the smallest steps of progress and to ensure that there are opportunities to show the skill/ability in a wide range of contexts.

Evidence for Learning and the Engagement Model

Evidence for Learning is the digital program we use to enable us to effectively evidence, assess, review and plan for meeting the unique needs of our learners in the Alma Phase.

It allows all stakeholders in a student's learning and development to quickly and easily gather photo and video evidence, linked to the individual's learning goals, set out in their Personalised Learning Plan. This includes outcomes from the students Educational Health Care Plans, SALT, O.T, and Physio plans, as well as the Alma Curriculum. Observations are annotated and links are made to relevant plans and curriculums. They are tagged using a range of tags that enables us to identify further links in the students learning e.g. if the learning captured in the observation is helping them prepare for adulthood or there are links to our British Values. The targets and goals on Evidence for Learning (EFL) can be amended and added to in order to respond to a learner's ongoing needs and development.

Evidence can be shared with parents, governors and other relevant stakeholders. Photos, videos and notes can be easily shared by the school and parents/carers can capture and submit their own photos, videos and notes to reflect the learner's development and experiences at home enabling us to see when learning is being generalised.

Evidence for Learning also supports us to record evidence and assess against the five areas of engagement which form the **Engagement Model**.

The Engagement Model is the statutory assessment (replacing P scales 1 to 4) for students working below the standard of national curriculum assessments and not engaged in subject-specific study. Teachers must use the engagement model to assess students working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 and key stage 2.

How will students be assessed?

The engagement model has 5 areas of engagement:

- exploration
- realisation
- anticipation
- persistence
- initiation

These areas allow teachers to assess students' engagement in developing new skills, knowledge and concepts in the school's curriculum by demonstrating how students are achieving specific outcomes. They represent what is necessary for students to fully engage in their learning and reach their full potential.

The data gathered using the Engagement Model:

- enables us to effectively engage our student on an individualised level;
- allows insight that improves the provision that we provide;
- uses a pupil-centred approach that focuses on their abilities rather than disabilities;
- values and shares all sources of knowledge;
- and promotes consistency and a common language amongst schools and all those working with the student.

“Basket” of Indicators that evidence progress:

The following indicators contribute to the assessment process and support our judgment about whether a student had made expected progress:

- EHCP outcomes met, reflected at Annual Review
- Personalised Learning Plan (PLPs) targets achieved, demonstrated on tracking sheets
- Speech and Language plans
- Evidence from Evidence for Learning
- Dialogue with teachers following Learning and Achievement Reviews (LARS)
- Attendance
- Students's health and wellbeing
- Regulation and Engagement Plans and incident recording could reflect progress made in developing self-regulation

- Engagement model: students make progress in developing the characteristics of effective learners;- exploration,realisation, anticipation, persistence and initiation.
- Evaluations of specific interventions, for example Fun with Foods

Enabling Environments in Alma

Students working within the Alma curriculum are actively encouraged to explore their environment. In order to have the confidence to do this, strong relationships between staff and students have to be established, consistent routines have to be in place to ensure that our students feel secure with what is happening throughout their day and the environment needs to be suited to them. The environment reflects the school values and vision. Our 8 school values underpin an enabling environment: Positivity, Respect, Trust, Support, Harmony, Excellence, Inclusivity, Responsibility. Staff model the values and, in turn, create a calm and positive learning environment for students. There is a strong sense of community where all staff and students are valued equally. Relationships in the classroom are built on mutual respect, trust, and support.

All Alma classes at Linwood are unique, but the atmosphere in all of them is calm, nurturing and welcoming. The atmosphere of the classroom allows our students to be settled and confident. In the early phases of the curriculum the classes are much more slow-paced than the latter phases, in order for those students with the most complex needs to communicate, react and respond in their own time and at their own pace. As we move up through the phases, the students are able to respond to a faster pace, although these classes still remain calm, to allow all students to be heard and given the opportunity to progress in their learning in their own time. Staff working in the Alma curriculum are skilled at knowing where each student is in their learning. Teachers help teaching assistants to look at next steps and collaboratively come up with ideas for how to extend the learning for individuals.

Alma classes are student-centred environments. Timetables are placed at their height to encourage exploration and use, touch screen computers are used where students do not have the skills to use a mouse, there is easy access to outside spaces from all classrooms and interactive displays related to topics are on show. Our students are encouraged to be as independent as possible, finding their own box with their picture/name on, preparing snack, putting their own coat on etc. All these things are made possible through the right environment and nurturing and caring staff. Our students are given many opportunities throughout the day to make choices. They are given time for free play and this allows staff to continue to learn about their interests and preferences through observation and communication which in turn feeds into planning for future sessions - based on the students' interests to ensure they are engaged and motivated at school.

Indoor Environment

We keep resources and furniture in Alma Classes to a minimum to give our students the maximum amount of space to move as freely and independently as they possibly can. Students are encouraged to ask for particular resources that they require through the use of sign/symbol/speech. Resources are well matched to students' interests and abilities - most sensory play is edible as our students often put things in their mouth, for instance. Focus on activities is on the process rather than the product. Our classrooms are all Total Communication Environments - this allows for improved interactions and understanding and ensures that every single student has a way to communicate that is understood and reacted to by the members of staff working with them. The indoor environment should be a safe environment where students want to learn. It contains resources which are meaningful, well maintained and appropriately accessible for students. Indoor spaces are planned so that

they can be used flexibly and a carefully considered range of activities is provided. It is tidy, organised and clutter free. Colours are carefully chosen to complement the calm, rather than over stimulate, helping students to focus. Displays are used to support the teaching of the curriculum but also to celebrate successes.

Outdoor Environment

In the Alma Curriculum, learning opportunities can take place throughout the whole school day. Playtimes in outside spaces give opportunities for our students to build relationships with students outside their class group and outside the Alma curriculum, supported by familiar members of staff. All classrooms have an outside space and these are used throughout the day, whatever the weather.

References

A curriculum for multi-sensory-impaired children – from MSI Unit, Victoria School, Birmingham
Heather Murdoch, Rosie McMinn, Sally Gopsill, Annick McLinden, Gavin Smith.
Published by Sense in 2009